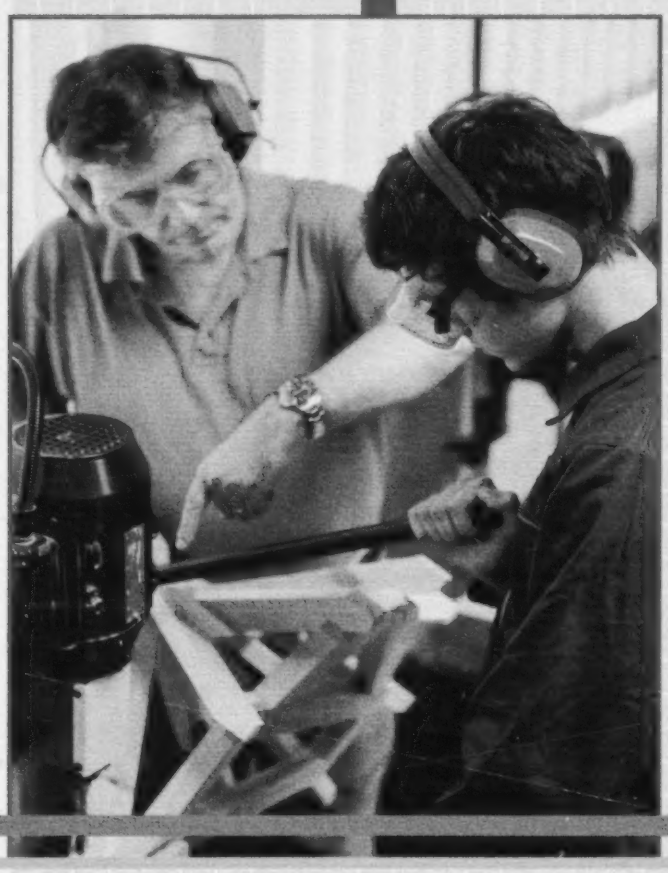
KNOWLEDGE AND EMPLOYABILITY COURSES



HANDBOOK

Grades 8–12

Alberta Government

Knowledge and Employability Courses Handbook

Grades 8–12

"For learners to achieve their full potential, education must make the child the centre of all decisions related to learning and education. Learners should be supported as individuals with learning opportunities to support their unique needs and interests."

Inspiring Education, Alberta Education, 2010, p. 25.

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This manual is also available on the Alberta Education website:
http://education.alberta.ca/teachers/program/know/programs.aspx

This manual applies to:

Teachers	✓
Administrators	✓
Parents	✓
Counsellors	✓
General Public	

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Alberta Education handbooks are intended to complement and supplement the *Guide to Education: ECS to Grade 12* and provide education system administrators and professionals with additional program requirements and other essential information.

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INTRODUCTION

Purpose

This handbook is for district and school administrators, counsellors, teachers, parents/guardians, students, and others involved in the implementation of the Knowledge and Employability courses of study.

It provides a general overview of Knowledge and Employability courses and suggests practical strategies that may be useful as staff work with students, parents/guardians, and community members/organizations.

In addition to the information in this handbook, it is important to consult local school authority resources for more detailed information pertaining to Knowledge and Employability and the implementation of programs of study.

Guiding Beliefs

Knowledge and Employability courses articulate the vision of *Inspiring Education's* engaged thinker, ethical citizen with an entrepreneurial spirit. It does so by providing students opportunity, fairness, citizenship, diversity, and excellence in all aspects of curriculum.

Collaboration and cooperation of all partners in the education system is necessary to ensure the educational success of all students.

The best interest of each child is the paramount consideration in making decisions about a child's education.

Parents have the right and the responsibility to make decisions respecting the education of their children.

An inclusive educational system provides each student with the learning opportunities and supports necessary to enable the student to achieve success.

Choice is provided through a range of learning environments to meet diverse student needs and to maximize student success.

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KNOWLEDGE AND EMPLOYABILITY COURSES

Purpose

Like all learners, students who are enrolled in Knowledge and Employability courses have their strengths and diverse learning needs. Alberta Education has set out specific enrollment criteria and possible learning indicators to assist in determining the appropriateness of Knowledge and Employability courses for individual Alberta students.

Knowledge and Employability courses are available to students in grades 8 through 12 who meet a given jurisdiction's suggested enrollment criteria. The courses provide students with opportunities to experience success and become well-prepared for employment, further post-secondary studies, engaged citizenship, and life-long learning.

The attitudes, skills, knowledge, and workplace competencies found within the various core and occupational Knowledge and Employability courses are aligned with other grade-level programs of study. They are intended to maximize opportunities for student success and to support high school completion.

Knowledge and Employability courses assist students in

- transitioning from school to the workplace and community
- preparing for ethical citizenship
- gaining recognition, respect, and value from employers
- attaining access to continuing education opportunities

Knowledge and Employability courses also promote student skills, abilities, and work ethics, including

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills, including career exploration and the development of a career-focused portfolio
- interpersonal skills that support the development of respect and cooperation

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Knowledge and Employability Course Intent and Enrollment Criteria

Alberta school authorities are to ensure that students are enrolled in courses that are appropriate to their highest level of academic success. Enrollment in the Certificate of High School Achievement should only be considered after full consultation with the student's parents or guardians. If there is no agreement by parents for their child to participate in Knowledge and Employability courses, all efforts will be made to ensure that the student is on the path to achieve the Alberta High School Diploma.

While enrolled in Knowledge and Employability courses, every effort should be made to successfully transition students from Knowledge and Employability courses to other high school courses that support the attainment of an Alberta High School Diploma. In addition, students may have access to other courses to successfully transition into continuing education and other training opportunities (e.g., appropriate college courses and/or apprenticeship programs).

The chart below[1] represents potential enrollment criteria for students who may benefit from Knowledge and Employability courses.

Knowledge and Employability courses are designed for students who	Enrollment criteria is based on
• have expressed goals that include succeeding in school to become better prepared for the workplace • achieve success through experiential learning activities that – require focus on reading, writing, mathematical literacy, and employability skills in occupational contexts – provide practical applications and connections to the home, community, and workplace • have demonstrated and/or expressed a desire to enter the workplace after completing a Certificate of High School Achievement rather than achieving an Alberta High School Diploma	• the highest level of academic success in a variety of recorded and documented classroom assessments • age – the student is a minimum age of 12 years 6 months upon enrollment • consultation with the student, the student's parents/guardians, teachers, counsellors, and other staff to – discuss the philosophy, purpose, goals, and nature of the courses – discuss attainable transitions to secondary, post-secondary, and workplace opportunities – create a plan that clearly states the student's goals AND maps and tracks courses needed to achieve those goals – obtain annual written consent of the student and, if the student is under the age of 16 years, consent from the parent or guardian

1. Chart adapted from Calgary Board of Education, 2012, *Knowledge and Employability (KAE) course enrolment decisions: A guide to identify students for whom a KAE course might be appropriate* (p. 3).

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Knowledge and Employability and Inclusive Education

As Alberta moves toward a more inclusive educational system, more and more students with varying learning needs will be exploring the potential of different programs and courses. Although individual school authorities may have their own enrollment criteria, any student should have access to the school programs or courses that best meet his or her learning needs. To be successful in Knowledge and Employability courses, some students may require additional supports such as targeted or small group instruction, scaffolding, educational or assistive technologies, or individualized programming.

First Nations, Métis, and Inuit (FNMI) Perspectives and Experiences

Teachers support student learning most effectively when they incorporate First Nations, Métis, and Inuit history and worldviews within their teaching practice.

> *"Understanding the history and the cultures of the Aboriginal peoples in the local community creates a better understanding of Aboriginal students. Becoming more familiar with Aboriginal worldviews helps teachers build cultural continuity into both the content and instructional approaches of all subject areas. Part of effectively learning about other cultures is developing a deeper understanding of one's own culture. Becoming more aware of how cultural beliefs and practices affect teaching practices will help individual teachers make better and more culturally responsive choices throughout the teaching day."*
>
> *Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners*, Alberta Education, 2005c, p. 2

An understanding of experiences and perspectives, and recognition that FMNI students have particular needs and requirements, is necessary to enable all students to be respectful and responsible citizens. Knowledge and Employability courses may serve to facilitate positive experiences that will help FNMI students better see themselves in the curriculum and assist all students to develop a better understanding of Alberta's FNMI Peoples.

For further information on FNMI perspective in curriculum, teachings, and resources, please access Alberta Education's Walking Together digital resource.

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Knowledge and Employability and English Language Learners

Knowledge and Employability courses are not intended to address language acquisition and, therefore, may not meet the specific language needs of English language learners. If an English language learner meets the academic enrollment criteria for Knowledge and Employability, however, enrollment in one or more Knowledge and Employability courses may be useful. Arrangements would still need to be made to ensure that an English language learner enrolled in Knowledge and Employability courses receives the appropriate direct language supports that he or she may require. Teachers of Knowledge and Employability courses who have English language learners in their classes are encouraged to use the Alberta K–12 ESL Proficiency Benchmarks in order to understand the language abilities and language learning needs of these students.

It is important to note that an English language learner should not be enrolled in a Knowledge and Employability course because of his or her level of language proficiency. English language learners may have proficiency in one or more languages other than English, may have experienced academic success prior to coming to school in Alberta, and may have abilities that indicate enrollment in other, more appropriate courses.

Knowledge and Employability Programs of Study

Programs of study are available for the following courses:

- Knowledge and Employability English Language Arts 8–9 and 10-4, 20-4, 30-4
- Knowledge and Employability Mathematics 8–9 and 10-4, 20-4
- Knowledge and Employability Science 8–9 and 10-4, 20-4
- Knowledge and Employability Social Studies 8–9 and 10-4, 20-4
- Knowledge and Employability Occupations 8–9 and 10-4, 20-4, 30-4

The programs of study for Knowledge and Employability recognize that while subject-area content is important, it is also essential that learning be focused on problem solving, decision making, critical thinking, inquiry, respect for self and others, and a belief in life-long learning.

Knowledge and Employability Occupational Courses

The Knowledge and Employability occupational courses for junior high school are separated into various units of instruction. Schools can design their own Grade 8 and Grade 9 courses based on available facilities and equipment. The units can be combined in any order to make up the junior high occupational program. Each unit is divided into two levels of approximately 20 hours of instruction per level. Level 1 can be taught in Grade 8 and Level 2 in Grade 9, or the levels can be combined in either grade.

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The Knowledge and Employability occupational courses for senior high school are a series of 5-credit courses. Workplace Readiness 10-4 and Workplace Practicum 20-4 and 30-4 may be combined with an occupational course to further develop employability and occupational skills in a workplace environment. Students may also have access to dual credit opportunities as they undertake occupational skills on work sites.

Inclusion of Students Enrolled in Knowledge and Employability and CTS

Knowledge and Employability occupational courses are designed for students who need unique learning support systems. In general, the Knowledge and Employability learning environment may be characterized by

- smaller class sizes, allowing teachers to provide students with individual assistance in building self-esteem and developing specific competencies
- hands-on learning, with minimal reference to occupation-related theory
- recognition of students' ability to demonstrate practical skills necessary for success in the specified occupational area
- assessment based on skill development leading to career specific competencies

Both the Knowledge and Employability occupational courses and the CTS program are designed to

- involve students in hands-on learning experiences
- assist students in the development of occupational competencies within a career-related context that will help them in their transition into the workplace
- provide opportunities for students to explore a variety of career pathways

For further details regarding Knowledge and Employability and CTS course enrollment, please refer to Alberta Education's *Knowledge and Employability—Career and Technology Studies (CTS): Connections* document.

Knowledge and Employability Senior High Course Funding Formula

Time and credit allocations for senior high Knowledge and Employability courses are consistent with other courses. Knowledge and Employability course credits completed and credits completed for any remaining Integrated Occupational (IO) courses will be funded at 8/5 times the Tier 1 CEU rate.

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Provincial Achievement Tests

Grade 9 students enrolled in Knowledge and Employability core courses will be required to write Knowledge and Employability Provincial Achievement Tests in social studies, math, science and English language arts.

Cross-curricular, Community, and Workplace Connections

Programs of study, assessment, and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community, and workplace connections.

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. Community and workplace connections ensure learning within applied contexts, connecting the school with environments beyond school, and may include tours to local businesses and industries (including cultural centres and health and wellness facilities), mentorships, job shadowing, and work experience. Knowledge and Employability courses promote the development of career portfolios that demonstrate competencies that help students connect their school experience to the world beyond school.

High School Completion

Finishing high school is an important step for young people to create a positive future for themselves, their families, and their communities. Among the key priorities of Alberta's education system is to ensure all students are successful—both in school and in life.

Knowledge and Employability courses help improve high school completion rates as they provide students with opportunities to experience success and become well-prepared for employment, entrepreneurialism, post-secondary studies, engaged and ethical citizenship, and life-long learning.

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IMPLEMENTING KNOWLEDGE AND EMPLOYABILITY COURSES

Planning for Implementation

Implementing new courses may create minimal or significant changes within a district or school. Changes may involve staffing, instructional organization, classroom size and location, allocation of human and other resources, professional development activities, and staff and student scheduling.

Schools may implement Knowledge and Employability courses in a fashion similar to the introduction of new curriculum in any area of study. Students, parents/guardians, and staff generally view the introduction of new courses positively and welcome new options for meeting the diverse learning needs of students.

The implementation of Knowledge and Employability courses may be achieved in numerous ways. The best strategy is that which generates the most success for students within each district and school. Those involved in making decisions will draw upon the knowledge base and experiences within the district, school, and community to customize an implementation strategy that will work for each unique learning community.

A thoughtful and well-developed plan gives school administrators, teachers, and other stakeholders the confidence to begin the implementation of Knowledge and Employability courses. Comprehensive planning helps to reduce the number of issues that may arise.

Successful implementation involves enhancing support for new courses by involving staff, parents/guardians, students, and representatives from community groups in developing the implementation plan. Planning should include

- sharing the guiding beliefs of Knowledge and Employability
- providing a logical explanation and rationale highlighting the need for, and benefits of, Knowledge and Employability courses
- opportunity for professional learning
- acknowledging and discussing potential issues
- opportunities for ongoing communication with stakeholders throughout the implementation process
- ongoing monitoring of implementation

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Responsibilities of School Authorities and School Administrators

Implementation is the responsibility of the school authority. However, implementing new courses requires collaboration between all educational stakeholders, including the school authority, school administrators and staff, students, parents/guardians, and members of the community.

School authorities and school administrators are responsible for ensuring that

- courses are provided that encourage and support students' achievement at their highest level of success and that support students' goals
- qualified staff are in place to provide instruction and support
- resources are appropriately allocated to support teaching and learning
- staff have timely opportunities to take part in related professional development

The school is responsible for creating a nurturing environment that supports student success. It is important that students and their parents/guardians have confidence in the school's ability to

- identify individual student learning needs
- work with them to develop individual learning and career goals and to create a learning plan for each student
- provide programming through a selection of appropriate courses and learning experiences
- monitor and assist students to reach their highest level of academic success and maximize their practical learning experiences
- form partnerships within the community to provide practical learning experiences in authentic settings
- implement new curriculum (programs of study, teaching and learning resources, and assessments)
- monitor, assess, and adjust the implementation plan on an ongoing basis

Informed Annual Written Consent

Schools have the responsibility to ensure that parents/guardians are well-informed about Knowledge and Employability courses their child is being considered for. To accomplish this, schools are required to seek informed consent annually. Informed consent means that parents/guardians and students are fully aware that Knowledge and Employability courses have reduced academic expectations and a greater emphasis on occupational exploration and preparation.

Informed annual written consent of parents/guardians (if the student is under 16 years of age) and the student ensures that they are in support of continued registration in a Knowledge and Employability course(s).

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Student Learning Plans

Schools have the responsibility of collaborating with each student and his or her parents/guardians to

- develop and implement a learning plan to identify secondary, continuing education and training opportunities and career goals
- monitor, assess, and adjust the effectiveness of the learning plan on an ongoing basis

See Appendix C for a sample learning plan template.

Decisions about courses will also involve challenging students at their highest level of success and preparing them for achieving the requirements for a Certificate of High School Achievement or an Alberta High School Diploma.

Organizing for Instruction

Decisions about organizing for instruction are made by the school authority, in collaboration with school administrators. These decisions will be based on a variety of factors, such as provincial requirements, numbers of students, parent/guardian input, transportation, distances, and community support.

The key is implementing a strategy that generates the most success for students within each school and community. Implementation models may include

- specialized schools or classrooms within a district
- to the best of a given jurisdiction's abilities, the opportunity for students to remain at their current or neighbourhood school
- infusion of students taking Knowledge and Employability courses in all classrooms (inclusive classrooms)
- a combination of models

All decisions about how each school organizes staff, students, resources, and facilities for instruction are made at the jurisdiction and school level.

Junior High School Implications

Time allocations for Knowledge and Employability junior high school courses are the same as time allocations for other courses and, therefore, should be scheduled in the same manner as other junior high school courses.

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The various Knowledge and Employability courses provide opportunities for schools to be flexible as they implement the courses. Enrollment of students in one or more Knowledge and Employability courses is based on meeting the needs of the student in each subject (see Appendix E for examples of implementation strategies at the junior high school level). Although students enrolled in Knowledge and Employability courses are identified using code 710, this code does not determine the courses in which they are enrolled. Each student's learning plan will identify and track a student's coursework.

Practical Applications

Practical applications are included in all Knowledge and Employability courses and may take place on and off campus. Practical applications enhance the relevance of schoolwork to everyday living at home, in the community, and in the workplace.

Practical applications may include a variety of community partnership activities, such as

- hosting a career day at the school and inviting community employees/employers to present and share information
- organizing a science fair with the assistance of parents/parent groups
- interviewing members of the business community as an activity in the language arts or health programs
- taking part in community celebrations and special events as a social studies activity
- visiting a local business as a whole-class activity
- individual students job shadowing in a local workplace
- work experiences through Knowledge and Employability Occupational and Workplace Readiness/Practicum courses; Work Experience 15, 25, or 35; Green Certificate Program placements and/or Registered Apprenticeship Program (RAP) courses (senior high school level)
- enrollment in dual credit courses

Note: All off-campus activities and/or courses will follow the guidelines outlined in the *Off-campus Education Handbook*.

Schools will implement Knowledge and Employability occupational courses in a similar manner as CTS courses. Additional equipment, facilities, and/or resources are not necessarily required. Business and the community also share a responsibility to assist the school in providing opportunities for students to develop and apply Knowledge and Employability skills in workplace settings.

Practical work site experiences help to reinforce the learning that occurs within the classroom and provide work experiences and community contacts for possible future employment.

When the student's learning plan includes off-campus experiences, business and the community become important parts of the student's learning experiences. For many businesses, this may be their first opportunity to participate in an off-site educational experience with students and staff. Dialogue and planning are essential for successful work-related community experiences.

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Off-campus Experiences

Off-campus experiences for students enrolled in Knowledge and Employability courses must follow the guidelines outlined in the *Off-campus Education Handbook* (2010). This guide provides all information necessary to implement an off-campus education program, including approving work sites, contacting potential community partners, informing parents/guardians, setting up student learning plans and assessment criteria, and developing supervision schedules.

Articulation

Course articulation between junior and senior high schools, and within schools in a district, can be successfully achieved through dialogue and collaborative planning. The potential for student success is increased when there is a smooth transition from junior high to senior high school or from one course level to the next.

Districts adopt a variety of strategies to prepare students and parents/guardians for transitions from Grade 9 to senior high school and from course to course, including

- providing opportunities for students to explore career opportunities and their personal strengths and abilities
- having Grade 9 students visit local senior high schools
- hosting student and parent/guardian evening sessions in which representatives of senior high school(s) provide information
- using the authorized Knowledge and Employability resources and the *Knowledge and Employability Studio* at the appropriate designated grade levels

Alignment with Other Courses

Knowledge and Employability courses reflect the ability levels of students, focus on essential employability skills and competencies, and make connections to everyday practical home, community, and workplace applications. Knowledge and Employability occupational courses also align with numerous CTS courses.

Knowledge and Employability courses align with other courses to

- accommodate students who transition to other courses and work toward achieving a senior high school diploma
- accommodate a variety of classroom settings, including combined classrooms

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Transitions to Other Courses

When selecting Knowledge and Employability courses, it is critical that teachers, students, and parents/guardians are well aware of the flexibility and transition points between Knowledge and Employability courses and to other course streams. Strong course articulation ensures that students have every opportunity to acquire a Certificate of High School Achievement or to transition to other courses to achieve an Alberta High School Diploma.

Transitions from Knowledge and Employability courses will be made through consultation with the student, parents/guardians, teachers, and others as appropriate and on an individual student and course-by-course basis, based on the

- procedures and criteria outlined
- needs, goals, and achievements of each student

Recommended transition points from Knowledge and Employability courses to other courses can be found in the *Guide to Education: ECS to Grade 12* and the sample learning plan template (see Appendix B).

Alberta Education Supports

Alberta Education is committed to providing support to school authorities, administrators, teachers, students, and parents/guardians.

Helpful links:

- Digital Implementation Guide and Learning and Teaching Resource Knowledge and Employability Studio
- English as a Second Language and English Language Learners
- *Walking Together: First Nations, Métis, and Inuit Perspectives in Curriculum*
- *Guide to Education: ECS to Grade 12*
- Learning and Teaching Resources: LearnAlberta.ca
- Locally Developed Courses
- My Child's Learning: A Parent Resource
- Dual Credit Strategy
- Inclusive Education
- *Inspiring Education*

Alberta Education has authorized learning and teaching resources that are available for purchase from the Learning Resources Centre. See *Alberta Authorized Resource List and Annotated Bibliography for Knowledge and Employability Courses, Grades 8–12*.

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MONITORING AND REVISING THE IMPLEMENTATION OF KNOWLEDGE AND EMPLOYABILITY COURSES

Key components of improving student achievement and meeting individual student needs and goals include the alignment of curriculum, instruction, and assessment and reporting progress to students and their parents/guardians. Communicating expectations and reporting student progress enhance the learning partnership between the school and home and increase the potential for student success. Parents/guardians may develop a better understanding of how to monitor and support their children's learning and increase their confidence in school.

Reviewing and adjusting the implementation plan through consultation with staff and community members, students, and parents/guardians throughout the implementation process will ensure stakeholder needs are being met.

The School Administrator's Role

As with all programs of study, the responsibilities of administrators are outlined in Section 197 of the *Education Act*.

Building a Community of Practice

Teachers must be familiar with programs of study and authorized resources to implement curriculum and recommended assessment strategies and teaching practices. When introducing a Knowledge and Employability course, colleagues can support each other through the sharing of promising practices, in-service training, and other professional development activities. Access to consultants, research information, and other knowledgeable professionals also enhances the ongoing dialogue within the community of practice.

Monitoring Students' Growth

Students' growth and achievement should be monitored and measured against their learning plans. It is important to monitor each student's learning plan regularly and to discuss the academic/occupational pathway the student is working toward to ensure appropriate course selections.

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Collecting Data

Sound decision making is based on the collection and analysis of both quantitative and qualitative data. The analysis of this data may indicate whether the implementation plan is progressing in a positive manner.

Quantitative data may include budget documents, provincial achievement tests, reading and psychological assessments, and attendance forms.

Qualitative data may include identified needs; informal observations of student demand; and information gleaned through student, staff, and parent/guardian satisfaction surveys.

For further information regarding the collection of quantitative and qualitative data as it relates to student assessment, please refer to the Alberta Assessment Consortium website.

Monitoring and Revising the Implementation Plan

The implementation plan for Knowledge and Employability programming for each student identifies the intended learning and career goals of the student. It serves as a strong guide for the sequence of actions that occur, but it must also remain flexible to accommodate the ongoing needs of the student.

The implementation plan should be monitored and reviewed on a regular basis. Review of the plan may indicate the need to make adjustments based on the circumstances of a particular school or school authority.

School districts and schools may consider making changes similar to the following:

- Reorganize for instruction to include a broader range of courses to better meet the needs of students.
- Change the physical location of the classroom(s) to accommodate and facilitate the implementation of courses.
- Revise the timetable to accommodate on-site or off-campus learning experiences.
- Reorganize teachers and support staff to align course needs with individual experience, expertise, and interest.
- Upgrade or reallocate resources to support the curriculum expectations of the new courses.
- Expand school–community partnerships to ensure that quality practical learning experiences and opportunities are available to support Knowledge and Employability courses.
- Improve or enhance the school–home partnership by providing meaningful opportunities for parent/guardian involvement.
- Focus on educational opportunities related to the vision, philosophy, and rationale of Knowledge and Employability courses for staff, parents/guardians, and community members.

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All stakeholders should be provided with opportunities to be involved in or respond to proposed adjustments to the implementation plan and process.

The starting point for all programming, including Knowledge and Employability, is what is best for the student. Every change and adjustment should be based on improving the learning environment and opportunities for the student as an individual and for students collectively.

Indicators of Successful Implementation

The measure of a district's or school's success in implementing Knowledge and Employability course(s) may include the following:

- parent/guardian and student satisfaction in having access to courses aligned appropriately with the ability levels and goals of the student
- improved attendance rates as confidence grows in students' abilities to achieve school and employment preparation goals
- increased confidence of staff to meet the needs of a broader range of students
- a sense of growing school pride shared among staff, students, and their families in the accomplishments of the school
- recognition and acknowledgement from the community
- completion of requirements for the attainment of a Certificate of High School Achievement or successful transition to achieve a High School Diploma
- the successful transition of students to the workplace

The successful implementation of Knowledge and Employability courses is one more step that schools and school authorities may take as they prepare students for their future roles in society. Knowledge and Employability provides jurisdictions the opportunity to achieve the principles of *Inspiring Education: A Dialogue with Albertans*:

> *"In a system that is more learner-centred and competency-based, Albertans see the role of the teacher changing from that of a knowledge authority to an architect of learning—one who plans, designs and oversees learning activities. The teacher would consider the interests, passions, talents and natural curiosities of the learner. He or she would inspire, motivate and plant the seeds for life-long learning.*
>
> ...
>
> *In order to achieve these shifts, the following principles should guide education in Alberta:*
>
> - *learner-centred*
> - *shared responsibility and accountability for results*
> - *engaged communities*
> - *inclusive, equitable access*
> - *responsive, flexible approach*
> - *sustainable and efficient use of resources*
> - *innovation to promote and strive for excellence"*
>
> *Inspiring Education*, Alberta Education, 2010, p. 7

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REFERENCES

Alberta Education Resources

Tools and Resources to Support Caring, Respectful and Safe Learning
http://education.alberta.ca/teachers/safeschools/crsle-resources.aspx

Alberta Authorized Resource List and Annotated Bibliography for Knowledge and Employability Courses, Grades 8–12, November 2008
http://education.alberta.ca/teachers/program/know/resources/kelist.aspx

Alberta's High School Completion Strategic Framework; High school completion is everybody's business
http://ideas.education.alberta.ca/hsc/about/

Guide to Education: ECS to Grade 12 (updated annually)
http://education.alberta.ca/admin/resources/guidetoed.aspx

The Heart of the Matter: Character and Citizenship Education in Alberta Schools (2005a)
http://education.alberta.ca/teachers/resources/cross/heart-of-the-matter.aspx

Inspiring Education: A Dialogue with Albertans (2010a)
http://www.inspiringeducation.alberta.ca/LinkClick.aspx?fileticket=wqYRVMaWPH8%3d&tabid=124

Knowledge and Employability—Career and Technology Studies (CTS): Connections (2013)
http://education.alberta.ca/media/525150/ke_cts.pdf

Knowledge and Employability Studio (Online Guide to Implementation) (2005b)
http://www.learnalberta.ca/content-teacher/kes/index.html?launch=true

LearnAlberta: Supports for English Language Learners (2012)
http://www.learnalberta.ca/content/eslapb/index.html

Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction (2010b)
http://education.alberta.ca/teachers/resources/cross/making-a-difference.aspx

My Child's Learning: A Parent Resource (2012–2013)
http://www.learnalberta.ca/content/mychildslearning/

Off-campus Education Handbook (2010c)
http://education.alberta.ca/media/616821/offcampus.pdf

Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners (2005c)
http://www.education.alberta.ca/teachers/resources/cross/ourwordsourways.aspx

Read to Live (2006)
http://education.alberta.ca/apps/Readtolive/index.html

Standards for Special Education, Amended June 2004 (2004)
http://education.alberta.ca/department/policy/standards/sestandards.aspx

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Supporting English as a Second Language Students: Promising ESL Strategies in Alberta (2009)
http://education.alberta.ca/media/1076318/support_esl.pdf

Walking Together: First Nations, Metis and Inuit Perspectives in Curriculum (2003–2012)
http://www.learnalberta.ca/content/aswt/

Other Jurisdictions

Calgary Board of Education Learning Services. (2012). *Knowledge and Employability (KAE) Course Enrolment Decisions: A guide to identify students for whom a KAE course might be appropriate.*

BACKGROUND

This section includes a brief overview of the Integrated Occupations Program (IOP) that was replaced by the Knowledge and Employability (K&E) courses, a brief history of the consultation process that was undertaken to transition from IOP to K&E, and a description of the previous IOP program requirements.

Integrated Occupational Program (IOP)

The Integrated Occupational Program was created in the early 1990s for students in grades 8 to 12 who

- required educational experiences that focused on developing literacy and numeracy and employability skills in occupational contexts
- expressed a desire to leave school before achieving an Alberta High School Diploma

The IOP was developed as a five-year program to begin in the eighth grade and continue through the twelfth grade. Students were able to enter and exit the program at any time during grades 8 through 12.

The Integrated Occupational Program included

- **core courses:** English language arts, grades 8–12; mathematics, grades 8–11; science, grades 8–11; and social studies, grades 8–11
- **occupational courses:** practical arts, grades 8–9, and courses in a variety of occupational clusters in grades 10–12

Senior high school IOP courses were numbered 16, 26, and 36 (grades 10, 11, and 12 respectively).

Students identified as IOP students entered the program and, with few exceptions, took all of the IOP core courses and a selection of IOP occupational courses. Exceptions included IOP students who were capable of achieving at a higher level. Some districts provided opportunities for these students to take other courses within the IOP classroom; e.g., Mathematics 14 in the Mathematics 16 classroom, CTS courses in a related IOP occupational classroom.

Students who completed 80 credits, including a specified number of credits in IOP core and occupational courses and other courses, earned a Certificate of Achievement.

Grade 9 students in IOP wrote the same Provincial Achievement Tests as other Grade 9 students. Some districts exempted IOP students from writing the achievement tests.

Why change?

Commencing in 2000, a comprehensive review process was initiated for IOP. This review included consultation involving over 800 stakeholders, including district and school administrators; teachers; students and parents; representatives from the Francophone community; and representatives from the business community, post-secondary institutions, and other external groups, as well as Alberta Education staff.

Overview of the Consultation and Review Process

Consultation participants acknowledged the effectiveness of the IOP program and courses in serving the needs of some students. They recommended that IOP be revised to ensure that students would continue to be well-prepared to make successful transitions to other secondary courses, from school to the workplace, and from school to continuing education and training opportunities. Proposed Knowledge and Employability courses policy and draft requirements for a Certificate of High School Achievement were distributed and reviewed by external stakeholders and stakeholder groups. Revisions to the draft policy and Certificate of High School Achievement were made based on the input received from participants in the consultation and review process.

Draft Knowledge and Employability programs of study and provincial achievement tests were created and field tested in schools throughout the province. An online guide to implementation was also reviewed by field-test teachers. Revisions were made to the drafts based on input received from participants in the consultation and review process.

Resources were created and authorized to support implementation of Knowledge and Employability programs of study.

The consultation and review process resulted in revising policy, requirements for a Certificate of High School Achievement, and programs of study; identifying and creating new resources; and developing new Grade 9 Knowledge and Employability Provincial Achievement Tests.

Overview of Changes

The following chart provides a brief overview of the changes from the Integrated Occupational Program to the Knowledge and Employability courses.

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The Integrated Occupational Program	Knowledge and Employability Courses
• Policy included an age requirement of 12 years and 6 months.	• Knowledge and Employability courses include the same age requirement as well as specific procedures and criteria for enrolling students.
• Enrollment in the program included consultation with parents/guardians, students, teachers, and others and annual written consent of parents/guardians (if the student was under 16 years of age) and the student.	• Enrollment in courses continues to include consultation with parents/guardians, students, teachers, and others, with an added emphasis on *informed* annual written consent of parents/guardians (if the student is under 16 years of age) and the student. • Enrollment also includes creating a learning plan for each student through consultation (see Appendix B).
• Requirements for a Certificate of Achievement included a minimum of 80 credits and specified numbers of credits from IOP core and IOP occupational courses.	• Requirements for the Certificate of High School Achievement include a minimum of 80 credits in core and occupational courses (see new requirements in the *Guide to Education: ECS to Grade 12*).
• Credit allocations for IOP English language arts, mathematics, science, and social studies were 3 credits and, therefore, not consistent with those of other high school courses.	• All Knowledge and Employability courses are 5-credit courses that are consistent with other high school courses.
• Students had limited opportunities to transition to other courses.	• Each student has increased opportunities to transition to other courses on a course-by-course basis and has increased opportunities to achieve an Alberta High School Diploma.
• Grade 9 provincial achievement tests were not based on the IOP programs of study and often resulted in many students writing provincial achievement tests on curriculum they had not taken/completed or the exemption of many Grade 9 students from writing the provincial achievement tests.	• Knowledge and Employability Grade 9 Provincial Achievement Tests are based on the Knowledge and Employability programs of study. Contact the Assessment Sector for further information.
• Community partnerships were integral to the program and included job shadowing, mentorship, bringing community members into the classroom/school, and/or work experience. Community partnerships were emphasized in the occupational courses.	• Practical applications, which may include community partnerships, are included in all Knowledge and Employability courses and promote on- and off-campus experiences that connect the school to everyday home, community, and workplace environments. • The Knowledge and Employability courses continue to provide off-campus activities and follow the requirements and guidelines in the *Off-campus Education Handbook*.

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
80 CREDITS[1] including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 10-3 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 10-2 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS)[2]
CAREER AND LIFE MANAGEMENT (3 CREDITS)[3]
5 CREDITS IN • 30-level Knowledge and Employability occupational course, or • 30-level Career and Technology Studies (CTS), or • 30-level locally developed course with an occupational focus AND 5 CREDITS IN • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course,[4] or • 30-level Green Certificate course,[5] or • Special Projects 30
OR
5 CREDITS IN • 30-level Registered Apprenticeship Program (RAP) course[6]

1. To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.
2. See information on exemption from the physical education requirement.
3. See information on exemption from the CALM requirement.
4. Refer to the *Off-campus Education Handbook* for additional information.
5. Refer to the Alberta Education website for additional Green Certificate information.
6. Refer to the *Off-campus Education Handbook* for additional information.

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ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS – 20 LEVEL (Pure Mathematics 20, Applied Mathematics 20, or Mathematics 24) (Mathematics 20-1, Mathematics 20-2, or Mathematics 20-3)
SCIENCE – 20 LEVEL[1] (Science 20,[2] Science 24, Biology 20, Chemistry 20, or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)[3]
CAREER AND LIFE MANAGEMENT (3 CREDITS)[4]
10 CREDITS IN ANY COMBINATION FROM: • Career and Technology Studies (CTS) • Fine Arts • Second Languages[5] • Physical Education 20 and/or 30 • Knowledge and Employability courses • Registered Apprenticeship Program courses • Locally developed/acquired and authorized courses in CTS, fine arts, second languages, or Knowledge and Employability occupational courses[6]
10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)[7] These courses may include • 30-level locally developed/acquired and authorized courses • Advanced level (3000 series) in Career and Technology Studies courses • 30-level Work Experience courses[8] • 30-level Knowledge and Employability courses • 30-level Registered Apprenticeship Program (RAP) courses • 30-level Green Certificate specialization courses • Special Projects 30

[1] The science requirement—Science 20 or 24, Biology 20, Chemistry 20, or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
[2] Science 20 is available in English only.
[3] See information on exemption from the physical education requirement.
[4] See information on exemption from the CALM requirement.
[5] Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
[6] Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
[7] 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
[8] Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark and the diploma examination mark.
- For more information, students in Francophone programs should consult the Alberta High School Diploma Requirements (Francophone).
- Mature students should consult the Mature Students section for applicable requirements.

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SAMPLE LEARNING PLAN

School Name	Knowledge and Employability Student Learning Plan Junior and Senior High

Student's Name: _____

District ID #: _____ Grade: _____ Class: _____

Alberta Education Student ID # (optional): _____

Student's Goals

Interest Areas	Possible Career Choices	Post High School Plans (further study, work)	High School Learning Needed

Extracurricular / Community Activities

_____

_____

For Office Use:

Learning Plan created by:

_____ on _____
(name) (date)

Reviewed by:

_____ on _____

_____ on _____

Parent Signature:

☐ Yes

☐ Yes

☐ Yes

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Occupational Component

Courses	OR Related CTS Courses	Marks				
		8	9	10-4	20-4	30-4
Workplace Readiness						
Business Services						
Fabrics						
Foods						
Horticulture						
Human Care						
Natural Resources						
Auto Mechanics						
Art/Design and Communication						
Construction: Building						
Construction: Metal Fabrication						
Cosmetology						

Shading indicates courses not available at that grade level.

Other Occupational-related Courses

Courses	Grade 10 Mark	Grade 11 Mark	Grade 12 Mark
Work Experience			
Work Experience			
Registered Apprenticeship Program (RAP)			
Registered Apprenticeship Program (RAP)			
Green Certificate			
Other			
Other			

Comments	
Year:	
Grade:	
Year:	
Grade:	
Year:	
Grade:	
Year:	
Grade:	
Year:	
Grade:	

Signatures	Year	Year	Year	Year	Year
_____ Parent/Guardian					
Date:					
_____ Student					
Date:					
_____ Teacher					
Date:					

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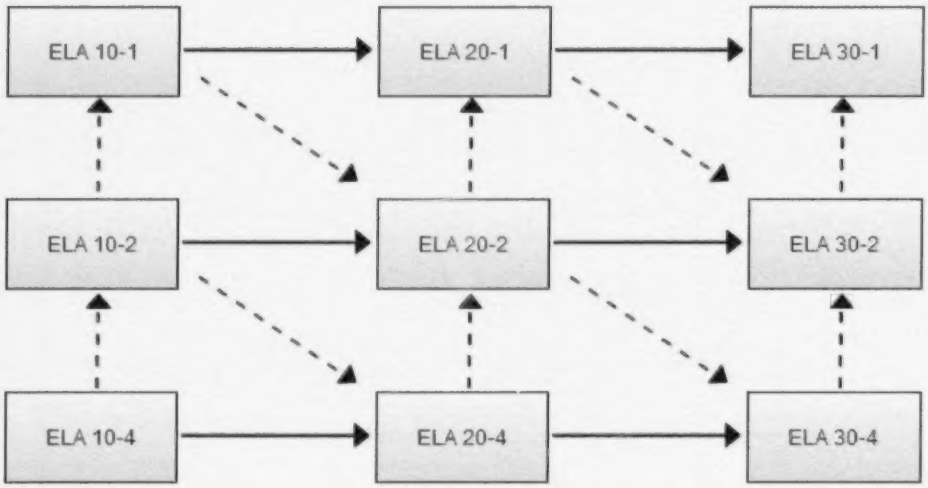
SENIOR HIGH COURSE TRANSITIONS

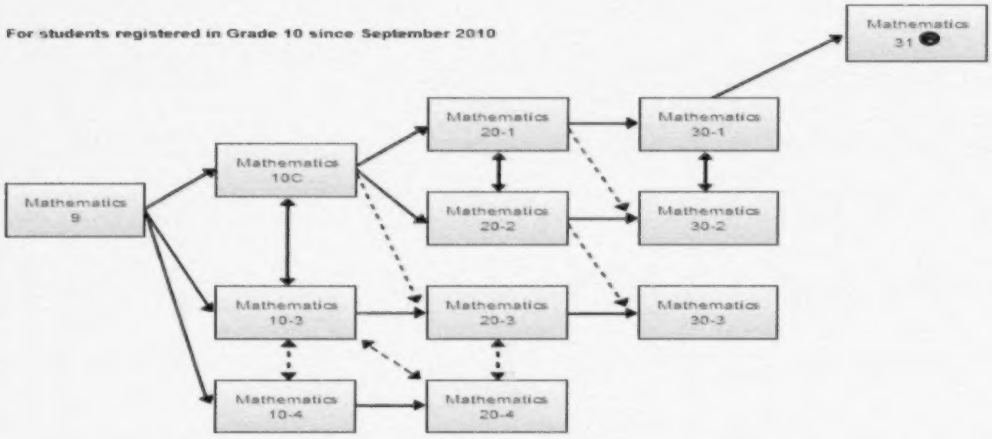
English Language Arts (ELA) Program



The courses in the sequence chart are worth 5 credits each.

→ Typical Progression
- - - → Possible Progression

Mathematics Program



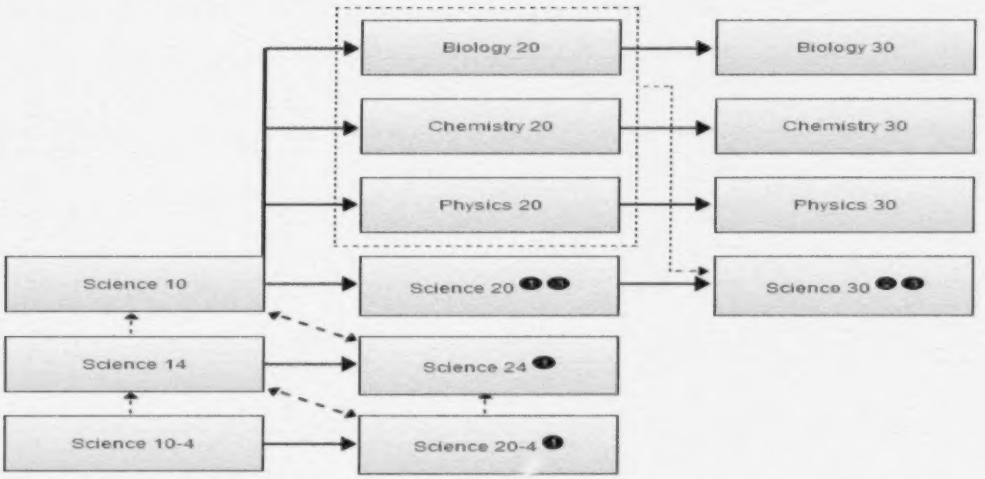
The courses in the sequence chart are worth 5 credits each.

❶ Pure Mathematics and Applied Mathematics course sequences are no longer available. Diploma Examinations for Pure Mathematics 30 and Applied Mathematics 30 are available for writing until August 2014.

❷ Mathematics 30-1 is a prerequisite or corequisite for Mathematics 31.

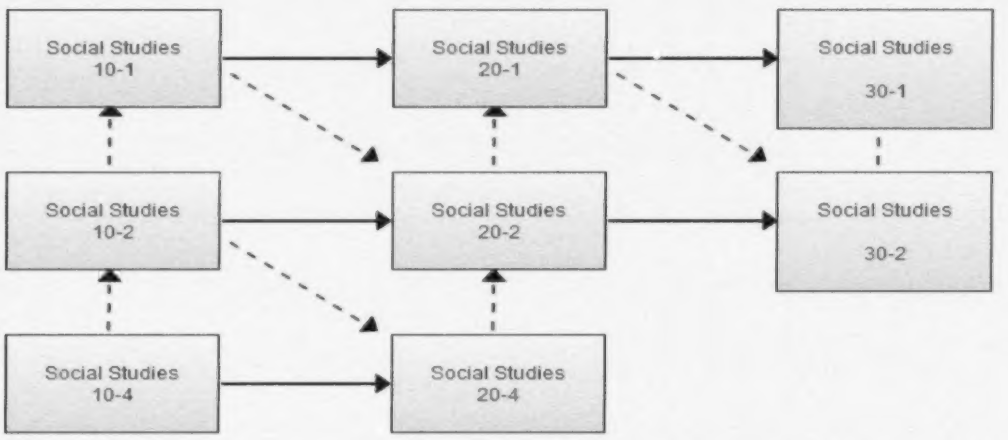
Students registered in Grade 10 prior to September 2010 should contact their school to determine the proper course sequence to follow in order to continue their mathematics program.

Science Program



1. Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may be placed by the principal in 20-level courses, as serves the student's best interests.
2. Students who have achieved a final mark of 50% or greater in Biology 20, Chemistry 20, Physics 20 or Science 20 may enroll in Science 30.
3. Science 20 and 30 are available in English only.

Social Studies Program



The courses in the sequence chart are worth 5 credits each.

Typical Progression
Possible Progression

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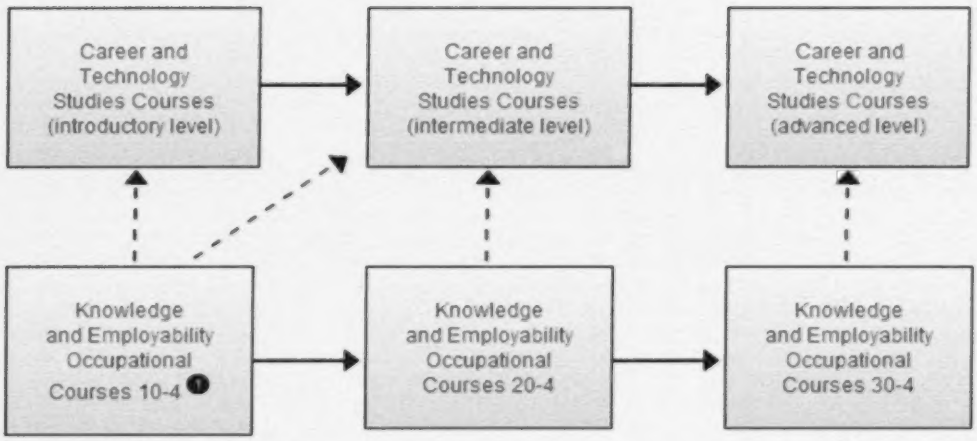
Knowledge and Employability Occupational Courses and Career and Technology Studies Courses


Career and Technology Studies Courses (introductory level)
Career and Technology Studies Courses (intermediate level)
Career and Technology Studies Courses (advanced level)
Knowledge and Employability Occupational Courses 10-4 ❶
Knowledge and Employability Occupational Courses 20-4
Knowledge and Employability Occupational Courses 30-4

1 credit for all Career and Technology Studies courses
5 credits for all Knowledge and Employability courses

→ Typical Progression
- - - → Possible Progression

❶ Transfer from a 10-4 Knowledge and Employability occupational course directly to an intermediate level career and technology studies course may be considered where there is content relevancy and prerequisite requirements are met.

Administrators may refer to the Diploma and Certificate Requirements section for more information regarding student transfer to the Alberta High School Diploma route.

Knowledge and Employability Occupational Component Courses Alignment with CTS Occupational Areas

K&E Occupational Courses	CTS Career Cluster	CTS Occupational Area
• Business Services	Business, Administration, Finance & Information Technology (BIT)	• Computing Science (CSE) • Enterprise and Innovation (ENT) • Financial Management (FIN) • Information Processing (INF) • Management and Marketing (MAM) • Networking (NET)
• Art/Design and Communication	Natural Resources (NAT)	• Agriculture (AGR) • Environment Stewardship (ENS) • Forestry (FOR) • Primary Resources (PRS) • Wildlife (WLD)
• Human Care • Foods • Cosmetology	Health, Recreation & Human Services (HRH)	• Community Care Services (CCS) • Cosmetology (COS) • Esthetics (EST) • Foods (FOD) • Health Care Services (HCS) • Human Social Services (HSS) • Legal Studies (LGS) • Recreation Leadership (REC) • Tourism (TOU)
• Art/Design and Communication • Fabrics	Media, Design & Communication Arts (MDC)	• Communication Technology (COM) • Design Studies (DES) • Fashion Studies (FAS)
• Business Services • Cosmetology • Foods • Fabrics	Business, Administration, Finance & Information Technology (BIT)	• Computing Science (CSE) • Enterprise and Innovation (ENT) • Financial Management (FIN) • Information Processing (INF) • Management and Marketing (MAM) • Networking (NET)
• Business Services • Auto Mechanics • Construction: Metal Fabrication* • Construction: Building*	Trades, Manufacturing & Transportation (TMT)	• Construction (CON) • Electro–Technologies (ELT) • Fabrication (FAB) • Logistics (LOG) • Mechanics (MEC)
• Horticulture • Natural Resources	Natural Resources (NAT)	• Agriculture (AGR) • Environment Stewardship (ENS) • Forestry (FOR) • Primary Resources (PRS) • Wildlife (WLD)
• Construction (woodworking) • Fabrics (textile processing) • Metal Fabrication (metalworking) • Forestry (pulp and paper) • Art/Design and Communication (printing) • Auto Mechanics (assemblers, electronics)	Trades, Manufacturing & Transportation (TMT)	• Construction (CON) • Electro–Technologies (ELT) • Fabrication (FAB) • Logistics (LOG) • Mechanics (MEC)
• Workplace Readiness		• Career Transitions (CTR)

* These strands have been replaced by the single strand Construction at the junior high school level.

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Knowledge and Employability **Junior High** Occupational Courses

Areas of Study will

- allow for delivery of two levels within each **unit of study:**
  - level 1 can be delivered in Grade 8 and level 2 in Grade 9, or
  - both levels can be combined in Grade 8 or Grade 9
- have two to six **units of study** that are between 20–30 hours of instruction per level
- provide schools with the opportunity to design their own junior high school courses by choosing between **units of study** based upon facilities, equipment, and student interest

Knowledge and Employability **Senior High** Occupational Courses

Courses will:

- offer a balance between school-based and work-based learning that provides options for students to enter the workplace or pursue post-secondary education or training
- promote community partnerships that involve the use of speakers, mentors, and business sites for work study, job shadow, or work experience
- enable schools where up-to-date equipment and technical training is not available to partner with local industries to provide a learning environment reflective of current skills and training

All courses are 125 hours/5 credits; however, courses may be combined to allow for further instruction or off-campus experience.

- Students are encouraged to explore a variety of courses at the 10-4 level.
- Courses may be combined at the 20-4 and 30-4 levels to increase instructional time and expand curricular content.
- A work experience, Workplace Readiness or Practicum may be incorporated to further apply and develop occupational Knowledge and Employability skills.

Workplace Readiness 10-4/Workplace Practicum 20-4 and 30-4
• develop employability skills to find, acquire, and keep a job • provide a supportive work experience • provide a practical environment to enhance employability and occupational skills learned in the occupational course • placement does not have to relate to the occupation course; however, a 10-4 level occupation course is a prerequisite • practicum placement must be related to the (prerequisite) occupational course at the 20-4 and 30-4 levels • 5-credit allocation • must follow the *Off-campus Education Handbook* • a Work Experience or Workplace Practicum is needed at the 30-4 level for the Certificate of High School Achievement

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Knowledge and Employability Occupational Courses
Certificate of High School Achievement • 5 credits in 30-level Knowledge and Employability Occupational Course or 30-level CTS courses or • 5 Credits in Special Projects 30 (if 30-level Occupational Course is unavailable and students have successfully completed a 20-level Occupational Course) AND • 5 credits in a 30-level Work Experience course[2] or 30-level Green Certificate Program course[3] OR • 5 credits in a 30-level Registered Apprenticeship Program (RAP) course[4]

2. Students may enroll in Work Experience 35 without having Work Experience 15 and 25 as prerequisites (includes Workplace Practicum 30-4).
3. Green Certificate courses are offered only at the 30-level for 6 or 5 credits.
4. RAP courses require prerequisites and are in series of 15, 25a, 25b, 25c, and 35a; each are 5 credits.

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EXAMPLES OF JUNIOR HIGH SCHOOL IMPLEMENTATION STRATEGIES

Scenario 1: The total number of students in Grade 8 is 32 and in Grade 9 is 28. Of the totals, six Grade 8 and four Grade 9 students are enrolled in a variety of Knowledge and Employability courses (not necessarily the same courses).

School A

The school has a homeroom organization where students in each grade remain together for all classes except for their complementary courses. School A uses an infusion model in which the teachers address Knowledge and Employability programs of study and other programs of study in the same classroom. The Knowledge and Employability programs of study align with other courses to an appropriate degree to facilitate a variety of whole-class and small-group classroom activities.

A teacher's aide is shared by the two teachers, who have scheduled the aide's assistance to facilitate the combined classroom setting. The aide works with both large and small groups of students.

School B

The school has a homeroom organization where students in each grade remain together for all classes except for their complementary courses and mathematics classes. School B uses a combination of segregated and integrated classroom settings. The teachers of both the integrated and segregated classrooms have scheduled their mathematics classes at the same time. Students enrolled in Knowledge and Employability Mathematics 8 and 9 are 'pulled out' of their classrooms and work with another teacher.

Scenario 2: The total number of students in Grade 8 is 32 and in Grade 9 is 28. Of the totals, 24 Grade 8 and 24 Grade 9 students are enrolled in a variety of Knowledge and Employability courses (not necessarily the same courses).

School C

The school has a homeroom organization where students in each grade remain together for all classes except for their complementary courses. The number of Knowledge and Employability students in School C can warrant a separate classroom for the Knowledge and Employability core subjects. The teacher can combine subjects (e.g., mathematics and science) within the segregated classroom. Students can be integrated for their complementary courses or separated into occupational-specific options.

A teacher's aide is shared by the two teachers, who have scheduled the aide's assistance to facilitate the integrated and segregated classroom settings. The aide works with both large and small groups of students.

EXAMPLES OF SENIOR HIGH SCHOOL IMPLEMENTATION STRATEGIES

Note for following Samples A, B, C, D and E

- All courses are 5 credits (125 hours of instruction), unless otherwise indicated.
- Shading indicates minimum course requirements for a Certificate of High School Achievement.
- Complementary courses may include courses in the following:
  - Knowledge and Employability Occupational Courses (including a safety course)
  - Knowledge and Employability Workplace Practicum
  - Career and Technology Studies (CTS)
  - Fine Arts – Art, Drama, or Music
  - Green Certificate Program Specialization
  - Physical Education 20 and/or 30
  - Registered Apprenticeship Program
  - Second Languages
  - Work Experience.
- Students may enroll in Work Experience 35 or Workplace Practicum 30-4 with one of Workplace Readiness 10-4 or HCS3000 as a prerequisite.

Sample A
The school is on a semester system.
The student's goal is to earn a Certificate of High School Achievement in two years of high school.

YEAR 1		YEAR 2		CREDITS
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	
English Language Arts 10-4	Science 14 or 10-4	English Language Arts 20-4	English Language Arts 30-4	20
Mathematics 10-4	Social Studies 10-4	Social Studies 20-4	Science 20-4	20
Physical Education 10 (3 credits) + CALM (3 credits)	Complementary Course — Workplace Readiness 10-4	Complementary Course — Occupational Course 20-4	Complementary Course — Occupational Course 30-4	21
Complementary Course — Occupational Course 10-4	Complementary Course — Work Experience 15	Mathematics 20-4	Complementary Course — Workplace Practicum 30-4	20
21	20	20	20	81

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Sample B
The school is on a semester system.
The student's goals include

- leaving the second semester of Year 3 to start employment or upgrading, if necessary, for continuing education and training opportunities requirements
- earning a Certificate of High School Achievement in three years of high school

YEAR 1		YEAR 2		YEAR 3		CREDITS
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**	
English Language Arts 10-4	Social Studies 10-4	English Language Arts 20-4	Science 20-4	English Language Arts 30-4		25
Mathematics 10-4	Science 14 or 10-4 and Science 20-4	Mathematics 20-4	Social Studies 20-4	Complementary Course — Occupational Course 30-4		25
Physical Education 10 (3 credits) + Complementary Course (3 credits)	Complementary Course — Occupational Course 10-4	Complementary Course — Occupational Course 20-4	Complementary Course — Occupational Course 20-4	Complementary Course — Workplace Practicum 30-4		26
Complementary Course — Occupational Course 10-4	CALM (3 credits) + HCS3000 (1 credit) + CTR1110 (1 credit)	Complementary Course — Workplace Practicum 20-4	Complementary Course — Workplace Practicum 20-4			20
21	20	20	20	15	0	96

Sample C
The school is on a semester system.
The student's goals include

- leaving the second semester of Year 3 to start employment or upgrading, if necessary, for continuing education and training opportunities requirements
- taking English language arts and mathematics for the full year for Grade 10 and Grade 11
- earning a Certificate of High School Achievement in three years of high school

YEAR 1		YEAR 2		YEAR 3		CREDITS
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**	
English Language Arts 10-4 Mathematics 10-4	English Language Arts 10-4 Mathematics 10-4	English Language Arts 20-4 Mathematics 20-4	English Language Arts 20-4 Mathematics 20-4	English Language Arts 30-4		25
Social Studies 10-4	Science 14 or 10-4 and Science 20-4	Social Studies 20-4	Science 20-4	Complementary Course — Occupational Course 30-4		25
Physical Education 10 (5 credits)	Complementary Course — Occupational Course 10-4	Complementary Course — Occupational Course 20-4	Complementary Course — Occupational Course 20-4	Complementary Course — Workplace Practicum 30-4		25
Complementary Course — Occupational Course 10-4	CALM (3 credits) + HCS3000 + CTR1010 (5 credits)	Complementary Course — Workplace Practicum 20-4	Complementary Course — Workplace Practicum 20-4			20
20	20	20	20	15	0	95

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Sample D

The school is on a semester system.

The student's goals include

- taking a combination of Knowledge and Employability and other courses
- transitioning from an initial goal of earning a Certificate of High School Achievement to achieving an Alberta High School Diploma in four years of high school

YEAR 1		YEAR 2		YEAR 3		YEAR 4	CREDITS
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	
Mathematics 10-4	Science 14 or 10-4	Mathematics 20-4	Science 24 or 20-4	English Language Arts 30-4	English Language Arts 20-2	English Language Arts 30-2	35
Social Studies 10-4	English Language Arts 10-4	English Language Arts 20-4	Social Studies 20-4	Social Studies 20-2	Mathematics 20-3	Social Studies 30-2	35
Complementary Course — Workplace Readiness 10-4	Complementary Course — Occupational Course 10-4	Complementary Course — Occupational Course 20-4	Complementary Course — Occupational Course 30-4	Complementary Course — Work Experience 35	Science 24		30
Complementary Course — Occupational Course 10-4	Physical Education 10 (3 credits) + Complementary Course (3 credits)	CALM (3 credits) + Complementary Course (3 credits)	Complementary Course — Workplace Practicum 30-4	Complementary Course — Work Experience 35			27
20	21	21	20	20	15	10	127

Note: Student has completed his or her requirements for the Certificate of High School Achievement after the first semester of the third year.

Sample E
The school is on a semester system.
The student's goals include

- taking a combination of Knowledge and Employability and other courses
- transitioning from an initial goal of earning a Certificate of High School Achievement to achieving an Alberta High School Diploma in three years of high school

YEAR 1		YEAR 2		YEAR 3		CREDITS
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**	
Mathematics 10-4	Science 14 or 10-4	Mathematics 20-4	Science 20-4	English Language Arts 20-2	English Language Arts 30-2	30
Physical Education 10 (3 credits) + CALM (3 credits)	English Language Arts 10-4	English Language Arts 20-4	Social Studies 20-4	Social Studies 20-2	Social Studies 30-2	31
Social Studies 10-4	Complementary Course — Occupational Course 10-4	Complementary Course — Occupational Course 20-4	Complementary Course — Occupational Course 30-4	Mathematics 20-4	Science 24	30
Complementary Course — Occupational Course 10-4	Complementary Course — Workplace Readiness 10-4	Complementary Course — Workplace Practicum 20-4	Complementary Course — Workplace Practicum 30-4			20
21	20	20	20	15	15	111

Note: Student has completed his or her requirements for the Certificate of High School Achievement after the first semester of the third year.
Note: Student would need to transfer into English Language Arts 20-2 from English Language Arts 20-4.

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PLACEMENT OF STUDENTS IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students benefit most when their needs and their education plans are appropriately matched. School personnel and parents should consider the following as guidelines when determining the suitability of students for enrollment in one or more Knowledge and Employability courses.

Enrollment of a student in Knowledge and Employability courses must include consultation with, and the informed written consent of, parents/guardians and the student.

Guidelines

Learner Achievement Performance and Assessment	Students **may** • have a history of low academic achievement; e.g., have a grade level achievement 2–3 years or more below their peers, in core subject areas as evidenced in such records as standardized testing, classroom assessment, analysis of student work, rating scales, checklists, earlier Individualized Program Plans, and or achievement test results in grades 6 and 9
The Learning Environment	Students **may** respond positively to • clear and guided instruction • learning by doing (concrete, experiential learning opportunities) • instruction that is connected to everyday, work-related problems and/or personal experiences to which the student can relate • individualized reading development strategies to increase the student's level of literacy • frequent and constructive feedback and incremental indications of success • relevant and meaningful connections to the community to enhance the transition from the school to the workplace • guidance in developing personal management, study skills, and social and emotional strategies • a safe, caring, and nurturing environment with clearly articulated boundaries and limitations
Students with Special Education Needs Or English Language Learners	Students identified with special education or ELL needs may register in a Knowledge and Employability course if the course meets their individual needs. Students with special education needs will require an Individualized Program Plan (IPP) and appropriate classroom accommodations; e.g., extra time, educational technologies, or modified assignments. Special Education Definitions See also Standards for Psycho-educational Assessment (1994).